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ABSTRACT

A resource unit is devoted to teaching structural linguistics to deaf students, using a discovery approach, in order that they may learn written communication through English grammar. Recurring simple sentence patterns are presented, together with lesson plans for teaching sequential patterning in terms of word function and classification, pattern identification, and performing and justifying grammatical arrangement. Each plan indicates the objectives and purpose, content, and evaluation techniques. (JB)

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SENTENCE PATTERNING FOR THE DEAF

(A Discovery Approach)

by

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SENTENCE PATTERNING FOR THE DEAF

RATIONALE: Because hearing-impaired students are essentially without English language patterns, it is necessary to present these patterns in a sequential manner.

This resource unit is a study of structural linguistics through the discovery approach.

GOAL: To communicate in writing within the English grammatical system.

OBJECTIVES:

AFFECTIVE:

A. Confronted with their own efforts (usually ungrammatical), students will feel a need for a greater security in written communication.

B. Students will feel a greater security in written communication.

COGNITIVE:

Primary:

1. Student will discover that certain basic patterns recur in English.

2. They will use these patterns as tools to more freely communicate their own ideas.

Secondary:

a. Given a group of English words, the student can manipulate them so that he finds that certain words function in certain slots, but not in others.

b. Given a group of English words the student can discover one or several means of classifying them.

c. Given a set of sentence patterns, the student will identify them and discuss them using agreed upon terminology.

d. Given ability to identify and work with basic (kernel) sentences, the student can perform (certain) transformations.

e. Given a composition assignment, student will express his ideas in a grammatical order.

f. Challenged, the students can justify their grammatical order in terms of basic patterns.

C O N T E N T

The following patterns are presented in this unit:

N + V
1. The dog barked.

N_1 + V + N_2
2. The boy hit the ball.

N_1 + V + N_3 + N_2
3. Susan gave John the book.

N_1 + V^1 + N_1
4. Her name is Mary.

N_1 + V^1 + Adj.
5. He is happy.
(seems)

These five patterns serve only as a foundation for structural linguistics. It was not the intention of this unit to present the entire spectrum of the English language system.

It is hoped that these patterns will lend themselves for variation and expansion. The teacher will need to provide these experiences.

Objectives

Aff.	Cog.
A	

Affective A

PURPOSE:

To show a need for greater facility in written communication.

STEP I.

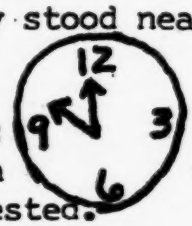
At beginning of year and at periodical intervals later, the teacher will act out some passage found in a reading book.

a. Students will write sentence describing the action.

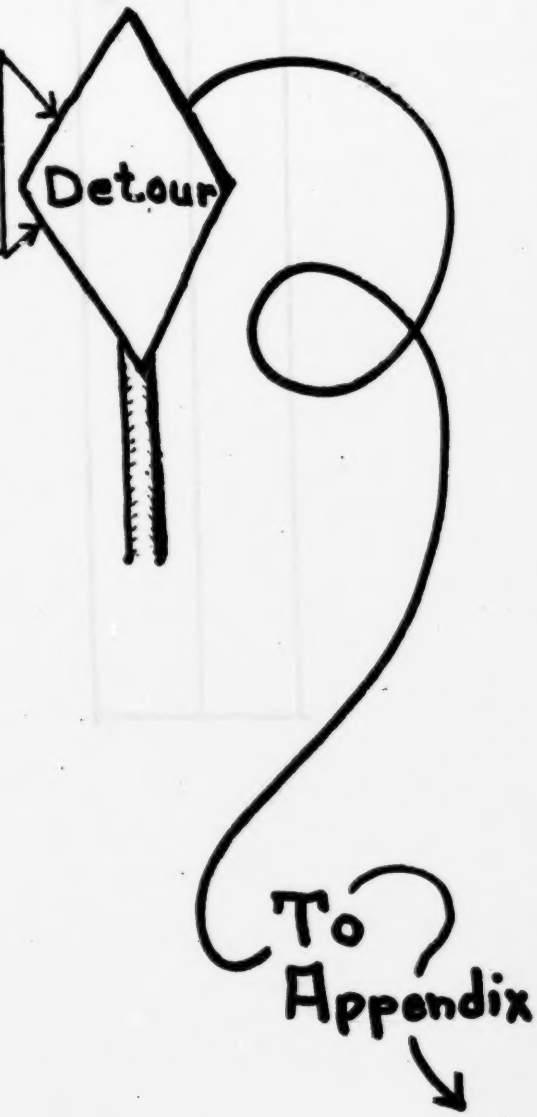
b. Then they will check the reading passage for accuracy of structure and vocabulary ability.

Passage ex.:

Teddy stood near the entrance.

Watch for this sign:  It marks the periodical intervals when this affective objective should be tested.

Also watch for this detour sign: On the following pages this sign will refer the teacher to the appendix for teaching helps or suggestions.



Objectives

Aff.	Cog.
B	
	1
	a.
	b.

PATTERN I.

CONTENT:

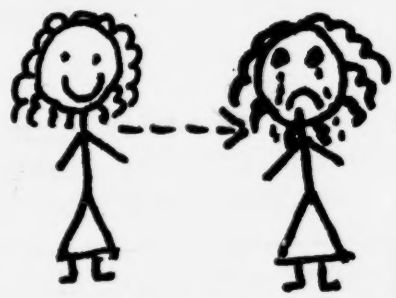
Introduce Pattern I
N + V
Subject and Predicate
Indentification

Detour

STEP I.

Student will separate simple sentences into subjects and predicates.

1. Give command cards to each child. Have one child come in front and act out the command. Another child writes on the board who and what she did.



What: Who:	(he) What she did:
The girl	cried.

2. Teacher puts several simple sentences on the overhead. Children place the appropriate words in the right slot on a chart on the board.

Sentences (examples)

1. The dog barked.
2. The wind blew.
3. John laughed.

(Chart)

Who: What:	What they did:
The dog	barked.

3. Teacher will present terminology of Subject and Predicate.
   a. Programmed flip chart on terms.

Detour

4. Practice in identifying subject and predicate.
   a. Use reading book to identify subjects and predicates in reading material.

b. Teacher made work sheets and/or suitable work book materials.

5. **EVALUATION:**

Given envelopes containing word cards of phrases for subjects and predicates, the child can arrange the cards into **sentences.**

JANE	PLAYED
THE BOY	LAUGHED

Objectives

Aff.	Cog.
B	1
	a
	b

PATTERN I.
STEP II.

Discovery of Subject Types:
Determiner and noun
Common noun alone
Pronoun
Indefinite pronoun
Proper noun

Strategy:

1. On a transparency present the following sentences:

   Dogs bark.
   The baby cried.
   John sang.
   She smiled.
   Everyone cheered.

   Ask a student to write the subject of each sentence on the board. (Make a chart as shown.)

Dogs	The baby	John	She	Everyone

2. Present a second transparency with ten sentences using a random selection of each of the subject types. (Compose sentences using names of class members and school activities.) Have the class discuss where each subject best fits and extend the chart given above.

3. Manipulate groups of word cards in appropriate subject type slots and discuss differences. Use a slot chart or the flannel board.

4. Use following paragraph on transparency. Class identifies subjects and categorizes them as to type in the chart form shown above.

   Children played in the park. The boys played on the slide. Some girls played on the swings. Everyone was happy except Mary. Mary was lonely. No one played with her. She sat by herself. Suddenly a big dog ran up to her. His tail wagged. He licked Mary's face. The little girl laughed. Now everybody was happy.

5. Use reading text for material to categorize subjects.

6. Have child make up his own subjects to fit into each type on the chart.

7. **EVALUATION:**

Teacher writes samples of the 5 types of subjects and has students fill in 2 more samples of each.

Teacher:	children	the boy	Charlie	they	no one
student:	1.	1.	1.	1.	1.
	2.	2.	2.	2.	2.

Objectives	
Aff.	Cog.
B	1
	2 b

PATTERN I.
STEP III.

CONTENT: Determiners

Strategy:

1. a. On the overhead put a group of sentences using the five previously learned subject types. Include in this sentence group subjects with nouns and various determiners—ex: articles, demonstratives, possessive pronouns, numbers, or indefinite pronouns. (These sentences are teacher made, using student names or situations in class to create interest.)

   b. Have children classify these subjects into previously used subject types. (More subjects will fall into the determiner-noun category. See example below.)

An apple Some boys His hat That ball One book	Men	Susie John	They	Anyone

2. Ask students: Is the first column different than the others?
   How? Show me the words that make it different.

3. Mark those words with the symbol and

apple. List them in columns.

An	Some	His	That	One

4. Give additional sentences with various determiners used with subject nouns. Have class discuss and put the determiners in the right slot of the chart made in Step 3.

The teacher should analyze the needs of her class. Extended work may be needed on clarification of these terms and their usage.
Possessive pronouns as determiners
Demonstratives: Singular and Plural
Articles: correct use of A and An
Indefinite pronouns as determiners

Objectives	
Aff.	Cog.
B	1 a
	b

If additional work is needed, see Appendix for suggestions to the teacher.

5. Present transparency with five sentences without determiners and have students fill in as many different determiners as possible.

   1. _____ apple is red.
   2. _____ boys went home.
   3. _____ hat is brown.
   4. _____ John is here.
   5. _____ dog's name is Pepper.

(Example: an / the / one — my / that / his — apple is red.)

6. Put a list of determiners on board or overhead. Have students write nouns.

the _____	these _____
an _____	her _____
some _____	four _____
both _____	A _____

7. a. Use sentences below on a transparency. Have students list subject on board in the following chart without determiners. Discuss whether a determiner should be or can be used. Through class discussion, the students will discover that some subject forms take a determiner, some never take a determiner, and that some sometimes take a determiner.

DETERMINERS

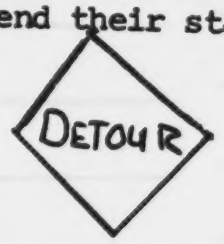
ALWAYS (must have)	SOMETIMES (may have)	NEVER (can't have)	SUBJECT
	✓		Birds

Transparency:

1. The bird flew away.
2. John laughed.
3. Birds sing.
4. Everyone played.
5. The birds chirped.

6. We read.
7. Mother laughed
8. He cried.
9. His mother works.
10. No one spoke.

b. Give students a list of subjects and have them fill out the charts as previously described. They will have to make up sentences to defend their statements.



8. **EVALUATION:**

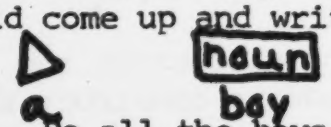
Quiz game: Teacher begins by writing noun on board. The first student who can correctly use three determiners with the noun becomes the teacher, and lists the next noun.
The students who were the teachers can now become judges.

Objectives	
Aff.	Cog.
B	1 a b

PATTERN I.
STEP IV.

CONTENT:
Noun phrase with adjective.

1. Give students paper. Have each child draw a picture of a boy. Post each picture on chalk board in a row.
   a. Put determiner sign and noun. Have one child come up and write: A boy.



   b. Ask. Do all the boys look the same? Discuss differences.
   c. Ask. What words tell about this picture? (Point to first picture in row)
      What is his size? Is he tall, short, little, fat?
      How does he look? Is he happy, sad, funny
      Teacher writes words on board.
   d. Have children write as many noun phrases as possible under each picture.
      (Teacher may do the first picture to set a pattern. Ex.: a tall boy, a thin boy, a worried boy...)

2. Put following chart on board.

Determiner and/or number	texture how it feels to touch	shape and size	color	what made of	noun
one a	soft		red white	plastic	ruler bunny

   a. Have a box of various articles. Each child in turn takes an object and fills in chart with words to describe his object. (Ex. above in chart.)

      Students will discover that not all categories need to be used, nor need every noun have several adjectives. (Ex. A: green handkerchief.)

Objectives	
Aff.	Cog.

2. b. Use the chart given in step a. Have one student go to the chart and try to describe one other student in terms of that chart.

   Students will discover that categories in describing objects will not suffice to describe people.

   c. With discussion and teacher direction help students construct their own chart for adjectives to describe people.

   The end result should resemble this:

Determiner and/or number	How they feel	How they look	Size Shape Age-factor	noun
a		pretty	young	teacher
a	sleepy		little	boy

   d. Use class members, pictures, or paper dolls and clothing to test the two charts. (bring out concepts of striped, plaid, checkered, dotted if clothing is used.)

Detour

3. Use reading texts and other books to research sequential order of adjectives and also to determine if all categories are given.

   a. Will find that some adjectives are not presented in same pattern. Perhaps the smarter students can determine why.

   b. Will also make pupils aware that number of adjectives are limited to 2 or 3 per noun.

4. Give class the following noun phrases to illustrate.
   1. A big red ball (Everyone will show his picture to insure comprehension of directions by all. Continue work on own. Give time limit of 3 minutes.)
   2. A long, thin worm.
   3. A fat little girl.
   4. Two tall boys.
   5. A green and red striped blouse.

Detour

5. EVALUATION:

Give each student a packet of small word cards of nouns, adjectives, and determiners. The student will arrange on his desk five correct noun phrases using at least one adjective and a determiner in each phrase with the noun. Students then circulate and read everyone's sentences. On a piece of paper they will write names of class members and number of correct sentences for each. Students will be judged according to this evaluation -his ability to recognize correct noun determiners.

Objectives	
Aff.	Cog.
B	1
	a
	b

PATTERN I.
STEP V.

CONTENT: N + V
Present Progressive
and
Past Tense

1. Children will discover a certain time relationship between Present Progressive and Past through acting out commands.
   a. While student performs action, teacher writes action on the board (using present progressive.)
      The boy is skipping.

   b. When action is completed, teacher writes:
      The boy skipped.

   c. Continue in this way until all of the class has participated in the action. Leave all sentences on the board.
      1) Ask: Are all of these sentences the same?
      2) Make a chart of differences:
         is skipping skipped
      3) When chart is completed, teacher gives terms "Present Progressive" and "Past" (or "is happening now" and "has happened.")
      4) Point out similarities as:
         helping word____ing; _____ed

2. Use silent cartoon strips. Teacher writes sentence under the pictures describing the action in the picture using either tense form. Children are to determine if the teacher used the correct tense form for the action shown in the picture.

3. Use pictures to give practice for children writing sentences using the two verb forms.

Detour

4. EVALUATION:

   Produce a class movie using the Present Progressive and Past Verb Tenses. *Consult Media Director for details on movie production.

   a. Class decides upon verbs to be used in the movie. (Suggested verbs: run, eat, read, play, cry, smile, laugh...)

b. Divide class into sub groups. Activities include:

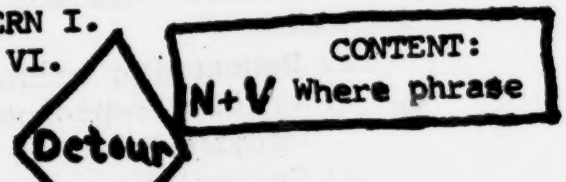
1) Rehearsing action for movie.
2) Writing sentences, correcting and copying them on sentence strips.
3) Collecting properties to be used.

c. Make movie.

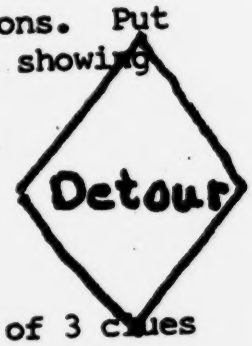
(Movie will show scenes of child performing action with sentence strip describing this action in present progressive tense. In the next scene the action will be completed so the sentence describing this action will be written in past tense.)

Objectives	
Aff.	Cog.
b	1
	a.
	b.

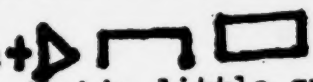
PATTERN I.
STEP VI.



1. Distinguish meanings of prepositions. Put up bulletin board on prepositions showing their meaning, and discuss.
   a. Use objects to manipulate.
      Ex.-ball in a box
      ball behind a box...



2. Have a teasure hunt.
   a. Give each child a series of 3 clues that will lead him to a 'treasure' (cookie, stick of gum)
      Ex:
      Clue 1. Look on the top shelf of the first locker.
      Clue 2. Reach behind the dictionaries on the shelf.
      Clue 3. Look under the box on the library table.(treasure there)
      Each will discover his own treasure if he can interpret prepositions correctly.

3. Use a doll house, pictures, objects and/or students to practice using prepositions correctly in their writing.
   Ex.(if doll house is used--or suitable picture. The stove is / in the kitchen. The rug is / on the floor.) Student gives only the P. phrase.
   b. Extend this pattern so that students will provide all of the phrase including determiner and adjective where appropriate.
      Ex: The baby is  in his little crib.

4. Practice in writing "where" phrases. Have student perform actions given on command.
   Ex. Sit on the floor.
   Walk through the door.
   Teacher writes sentences using both Present Progressive and Past to fit the action.
   She is sitting on the floor.
   She sat on the floor.
   After children know the pattern, they write sentences for the other class actions.

5. **EVALUATION:**

Follow the leader game:

Teacher leads the class through a series of actions and then the class helps her write sentences on the board concerning their actions.

Ex. We walked around the table.
We walked down the hall.
We stopped by Mary's desk.

One child is chosen as leader and he leads the class in a series of actions. Each child is then to write 3 simple sentences correctly using a "where" phrase in each.

Objectives	
Aff.	Cog.
0.	1.
	a.
	b.

PATTERN I.
STEP VII.

CONTENT:
N+V (where and when) using past tense of verb and time elements.

1. Use school activity calendar. Have a class discussion of the previous week's activities
   a. Put on overhead: Have class fill in activities for right days.

Sun.	Mon.	Tue.	Wed.	Thurs.	Fri.	Sat.
movie						swimming

   b. Teacher writes on board:
   We went to a movie_____.
   when
   (student may write Sunday)
   c. Teacher expands on time terms explaining concepts.
   Ex.-last Sun., last week, last Sunday night)
   d. Students will write own sentences using week's activities as soon as teacher feels they are able to use the pattern.

Detour

2. Use doll house, paper doll family, class may sketch an imaginary family. Class will be broken into groups. Two pupils assigned to each "family" member and each group will make a calendar of events for its assigned family character.
   a. Teacher assembles the class work on a transparency for group discussion.
   b. Class works together writing sentences using "when" phrases concerning the activities of various members of the "family".
   c. Variety can be encouraged by writing the time phrase at beginning of the sentence.

Detour

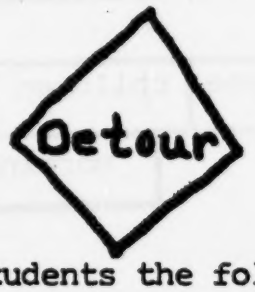
3. EVALUATION:
   Have each child construct his own calendar of events. (imaginary or factual) for the previous week.
   Each will be required to write three correct sentences using the when phrase and the correct verb tense.

Objectives	
Aff.	Cog.
B.	
	1.
	a.
	b.

PATTERN I.
STEP VIII.

CONTENT:
Future tense
N+V (where and when)
Future Tense
Present Progressive (as future)

1. Have students construct calendar for the activities for the coming week.
   a. Discuss the time phrases: tomorrow
      morning-night-afternoon
      next week
      afterwhile
      the day after tomorrow
      next_____day
      soon
      in a little while



2. Give students the following sentences:
   I am going shopping Saturday.
   Jack will go home tomorrow.
   She will eat afterwhile.
   The new girl went to the wrong room yesterday.
   Next week we will go to town.
   Tomorrow we are going to art class.
   He played in the yard this morning.
   a. Have students list time phrases and verbs in a chart.

Verb	Time phrase
am going	Saturday
will go	tomorrow

   b. Ask: Do all the verbs mean the same time? Discuss. Teacher gives term: Future tense.

To teacher-Often times next and last are not used. Students must learn to infer past or future action from the verb.
Student must learn that verb tense and time phrase must be expressed in same time factor.

   c. Make another chart:

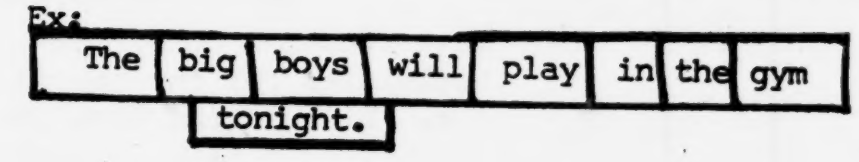
Past tense	Past time phrase	Future	Future time phrase
went	yesterday	am going	Saturday

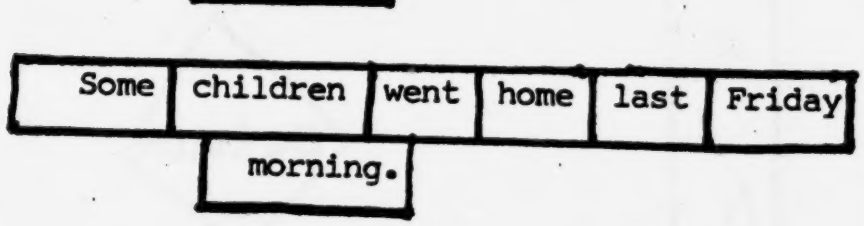
   Students will use the material organized in previous chart and now separate the information into the time elements on chart above.
   Example in chart.
3. Students work together and write sentences about their activities for the following week. Use tense forms and future time phrases.

4. **EVALUATION:**

Give each student different word cards in envelopes and have them construct two sentences, using all the word cards in the envelope, in the pattern, NP+V+Where+When

Ex:





Objectives	
Aff.	Cog.

PATTERN I.
STEP IX.

CONTENT:
N+V+How Past tense and
Present Progressive tense

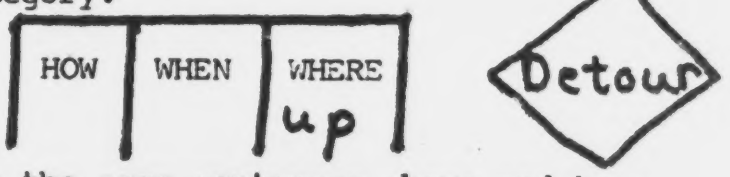
1. Show need for adverbs—
   a. Have two students follow a command.
      Ex: 1. Walk slowly.
          2. Walk fast.
      (The rest of the class does not see the command)
   b. Have two other students write a sentence describing each action.
      (Probably will be: He walked. She walked.)
   c. Ask: Does that really tell what happened? Watch again. (Students perform actions again)
   d. Take each one and discuss how he (or she) walked.
      Write on board: N+V+How
      He is walking slowly.
      He walked slowly.
      Then write the sentence using an adverb.
      Ex. above.

2. a. Give students a list of the ten sentences below. "There is an adverb in each sentence. Raise your hand when you find it."

   The sentences can be put on a transparency.

   1. He climbed up.
   2. She walked downtown.
   3. We are going now.
   4. She fell down.
   5. The birds flew away.
   6. He cried loudly.
   7. The teacher spoke crossly.
   8. He will come later.
   9. He talked rapidly.
   10. She will leave soon.

   b. Discuss the list of adverbs then place them on the following chart in the right category:



   C. Use the same sentences above and have students discover that the adverb tells about the verb. Have the students point out each verb the adverbs modify.

3. Use the same three step procedure given above in Step 2 and apply this discovery approach to adverbs to adverbial phrases as well. Use

these sentences and put phrases into a chart of How-When-Where. (Some sentences have two phrases or adverbs.)

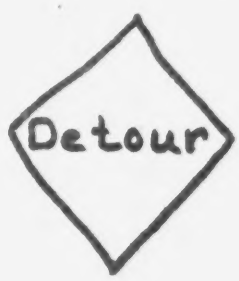
1. We are going home next Friday.
2. She will be here next week.
3. We will go to the gym this morning.
4. They went to town.
5. The naughty boy answered in a sly manner.
6. The dog answered with a loud bark.
7. The man smiled with a broad grin.

a. Contrast one word adverbs with the phrases in the last three sentences. More capable students should be able to change the phrases into adverbs.
   Ex. with a loud bark -- barked loudly

4. Identify adverbs in a reading passage and classify them as to how, when or where.

5. Use command strips and have one perform the action.
   Ex: Walk downstairs.
   Go to the door.
   Crawl slowly.
   Others will write sentences on individual overhead transparencies (these transparencies can be quickly flashed on the overhead and corrected by the class.)

6. **EVALUATION:**
   Give the students kernel sentences of N+V ⌊___⌋
   Have them add an adverb.
   Ex: He went ⌊___⌋
   The baby cried ⌊___⌋
   She walked ⌊___⌋



Objectives	
Aff.	Cog.
b.	1.
	a.
	b.

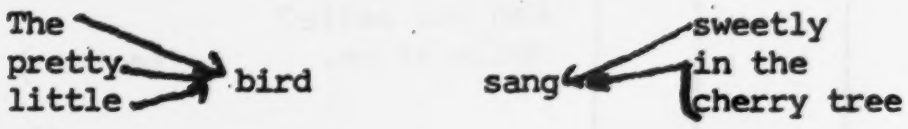
PATTERN I.
STEP X.

CONTENT:
Identifying and expanding kernel (N +V) sentences.
Discovery of similarities and dissimilarities of adjectives and adverbs.

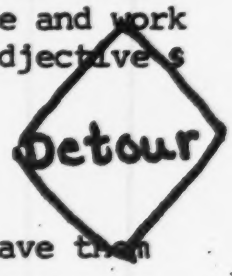
1. Give the class sentences and have them strip these sentences down to kernel (N +V).
   Ex: The pretty little bird sang sweetly in the cherry tree.

   N + V
   bird sang

   a. List extraneous words.
   b. Discover function of these extraneous words (adj. or adv.) Strive to get them to reach conclusion that adjective modifies an noun, and adverb modifies verbs.
   Form a chart.

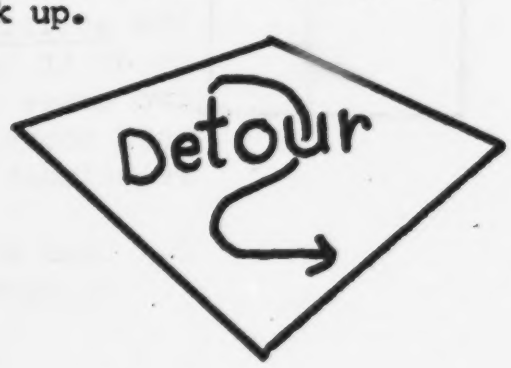


2. Give students kernel sentences on the board pertaining to a descriptive picture and work together to expand it by placing adjectives and adverbs into the sentence.



3. EVALUATION:
   Give students a simple story and have them expand with adjectives and adverbs.
   Ex. girl walked.
   boy grabbed purse.
   dog chased boy
   girl was happy.
   She was crying.
   He ran.
   boy dropped purse.

Time for a student analysis check up.



Objectives	
Aff.	Cog.
B	1 a b

PATTERN I.
STEP XI.

CONTENT:
N +V
Expanding present progressive and introducing habitual present

1. Pupils will discover the difference in usage between the present progressive and present tenses through actions.

Write on overhead:	Action:	Write on board:
Can you draw?		She draws.
Draw something.	(student draws)	She is drawing.
Can you jump rope?		She jumps well.
Jump rope.	(student jumps)	She is jumping rope.
Do you write to your mother?		She writes every Fri. She writes neatly.
Write your name.	(student writes)	She is writing.
Can you smile?		He smiles funny.
Smile at me.	(action)	He is smiling.

We are sitting at our desks now.
We sit at our desks everyday.
Mrs. R. is teaching now.
She teaches math.

Write on board:

She draws. She is drawing.

(Discuss: What is the difference? Get idea of action going on now for present progressive tense.)

Write:

She jumps well. She is jumping.

(Discuss to get the idea that present tense indicates the ability (can do it today, yesterday, will be able to do it tomorrow) and the habitual. Reinforce these two tense differences with the rest of the sentences used above. Let class discuss and discover a time relationship.)

Detour

2. Lead students to discover that time phrases relate to verb tenses by using the following chart.

TIME PHRASE	WILL HAPPEN	HAS HAPPENED	HAPPENS OFTEN (habitual)
every week yesterday sometimes tomorrow daily each day frequently last night always			

3. Discover 'S' form on present tense verbs.
   a. Teacher writes on board.
   Do you like candy? I like candy.
   You like candy.
   (Points to students)
   Do you like candy? He likes candy.
   Do you like candy? She likes candy.
   Does your dog like candy? It likes candy.

   Continue with plural...to get-We like candy.
   You like candy.
   They like candy.

   Class discussion of the 's' form in third person singular.

   b. Repeat with verb <u>have</u>. Do you have a pencil? ——etc.

4. Give practice in conjugating verbs in present tense to develop awareness of 's' form.

5. EVALUATION:
   Give students a list of 7 time phrases. Ask them to use three of these phrases in correctly written sentences.

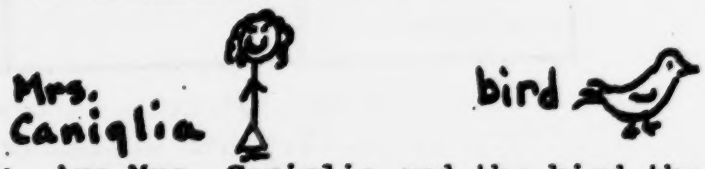
Objectives	
Aff.	Cog.
B.	
	1.
	a.
	b.

PATTERN II.
STEP I.

CONTENT:

$N_1 + V + N_2$ (Object)

1. Put a puzzle picture containing hidden objects on the overhead. Teacher starts the hunt.
   a. Teacher writes: I see a bird.
   and illustrates:



   Discuss: Are Mrs. Caniglia and the bird the same in noun and meaning? Then number the nouns, Noun 1 and Noun 2 establishing the pattern:

$$N_1 + V + N_2$$

   b. Teacher asks a student: "What object do you see in this picture?" The student then writes a sentence about himself, what he sees, using the teacher's pattern.

2. Stabilize concept and reinforce it by:
   a. Having a treasure hunt. Students then write: I found_____.

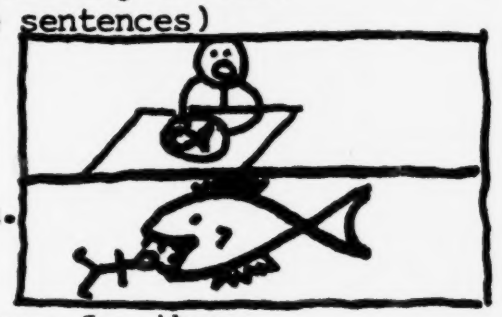
   b. Have one student leave the room (or use principal or another teacher). Ask: "What was (X person) wearing?" See which student remembers the most about the individual, using the structured $N_1 + V + N_2$ pattern.
   X is wearing _____. or X is wearing _____,_____,and_____.

   c. Put a number of objects in a sack. Students can feel them for a defined time period and then write sentences about objects they felt.
   I felt_____ and _____.

3. Develop concept of order of nouns for relevant meaning.
   a. Show picture with reversal of noun order to discuss the credibility of

meaning. Establish that the subject noun does the action (in simple sentences)

The man is eating fish.



The fish is eating the man.

Use similar two part pictures for these sentences:

1. The boy is reading a book.
   The book is reading a boy.
2. The dog is biting a man.
   The man is biting a dog.
3. The girl is writing a letter.
   The letter is writing a girl.
4. The boy shot a gun.
   The gun shot a boy.
5. The boy is drinking pop.
   The pop is drinking a boy.

b. Manipulate word cards into sentences. Use words in packs that could produce incredible sentences if used indiscriminately.

4. Students will discover that all verbs need not take objects.
   a. Give list of sentences
      Ex: She walked to the door.
          She is playing.
          He played ball.....

   b. Have students underline verb in each sentence.

   c. Ask: What comes after the verb?
          Are they all objects?
          Go through each sentences and discuss.

   d. Discover that all verbs do not need objects by forming a chart like this:

VERB	ALWAYS TAKES OBJECTS	SOMETIMES TAKES OBJECT	NEVER TAKES OBJECT
walked played			

   e. Research chart by having students look through reading books to defend or refute statements.

5. **EVALUATION:**

Use pictures similar to those described in STEP 3 and have students decide on the credible picture and write a correct sentence describing it.

Objectives	
Aff.	Cog.
B.	1.
	a.
	b.
	d.
	e.
	f.

PATTERN II.
STEP II.

CONTENT:
Using object pronouns in
$N_1 + V + N_2$
Object of preposition
Review of subject pronouns

1. Students will discover idea of case in pronouns by:

a. Use of command strips: Chase_____
Catch_____
Hit_____
Touch_____

Student will carry out actions.

1. Teacher writes on board.
She chased she.
Ask: "Are the two "shes" the same person?
(student may substitute person's name)
Ask: "Is there any other way to express this second name?"
(If students do not know the object pronoun, the reader will supply it)

2. Continue the exercise to include all of the object pronouns. Vary verb form.
Ex: Have students read command and write, "I will chase you."
Student chased will then write, "He chased me." or the student doing the chasing could write: "I chased her."

Use 2 or 3 students to express plurals, and thing(s) to practice <u>it</u> and <u>them</u>.

b. Contrast case pronouns by filling in the following chart:

Singular	Plural
N_1-N_2	N_1-N_2
I - me he -	we - us

Teacher may supply subject pronouns.

2. Have students complete the teacher-made sentences by filling in the names of classmates.
Ex: _____ is sitting beside _____
between ____ & _____
near _____
in front of _____
behind _____

   a. Discuss what pronouns should be used when the names are changed to a pronoun.
   b. Change the names to pronouns.

3. Students will apply the two different uses of the object pronouns; as an object of the verb and as an object of the preposition.

   a. Give students list of 10 sentences on overhead. (List below)
      1. She chased him.
      2. Darrell sat beside her.
      3. The dog licked him.
      4. He caught it.
      5. The bird ate it.
      6. Mother went with us.
      7. He talked to me.
      8. She hit him.
      9. The teacher helped them.
      10. May I go with you?

   b. Have them underline the objective pronouns in the list.

   c. Students will select the N_1 word and write the N_1 on the board. Then complete the chart below for each sentence. Leave a space in the chart for the preposition.

N_1	V	+ (P)	N_2
She	chased		him
Darrell	sat	beside	her

Students will discover the same objective case use of the object of the verb and object of preposition. (Terms as such need not be given.)
Students will be able to formulate their own rule for the objective case.

4. Stabilize the idea of case in pronouns through the following exercises:

   a. Change underlined nouns to pronouns in series of teacher-made sentences.
      Ex: Mary took Janie and me to the store.

   b. Relate pronouns to antecedents by use of a short paragraph with several of the pronouns underlined.
      Ex: Mother took Jane and Sally to the store. She bought the girls some candy. It was sticky.

   c. Use short paragraph, and have students change main character to a different sex and rewrite the story, changing all pronouns related to the character.

5. **EVALUATION:**

   a. Have students write 4 sentences using pronouns. Two sentences each of the following patterns:

      1. $N_1 + V + N_2$

      2. $N_1 + V \not+ N_2$

   b. Have students change a character in a short paragraph to another sex by changing all the necessary pronouns.

Objectives	
Aff.	Cog.
B.	1.
	a.
	b.
	d.
	e.
	f.

PATTERN II.
STEP III.

Detour

CONTENT:
$N_1 + V + N_2$
Expanding verb to verb phrase. infinitive form.

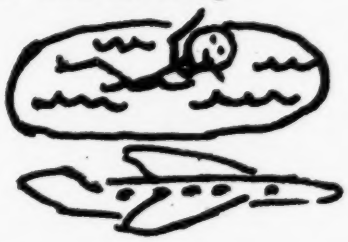
1. Introduce the infinitive form verbs by class discussion.
   a. Teacher asks students to think of what they like to do.
   After they have thought about it, ask a student to write his reply. Help him to write:
   I like to play ball. (leave on board)

   b. Have another student come up and write what he likes to do.
   (Or this can develop into a contest. One student can write about another to guess what he likes to do best and will write "He likes to——" giving different ideas until he guesses what the other child likes to do best. Give everyone a chance to use the structure form.)

   c. Teacher then asks: "What do you want to be when you grow up?"
   Develop this into the same type of exercise, individual or contest guessing.

   d. Then each student writes about himself.
   He will write a sentence about what he likes to do, and what he wants to be.
   When sentences are written correctly the student may illustrate his own wishes, and a class booklet may be made collecting their efforts.

   Tom: I like to swim.

   I want to be a pilot.

2. Discovering verb phrase by:
   a. Have the students break up a list of sentences to discover that there is more than one verb in the sentence and the relationship of the verb <u>to</u>. (Sentences below)

Ex:

N_1	V	N_2
Jerry	likes to hit	girls

1. Jerry likes to hit girls.
2. The baby began to cry.
3. John wants to play ball.
4. Father will want to eat dinner.
5. Bertha tried to catch him.
6. She began to laugh.
7. I like to eat candy.
8. He continued to talk.
9. She refused to come with us.
10. He went to speak to them.

➜ Through a series of verb phrases, the students will be lead to discover that the first verb varies in tense form, but the verb following to is always in the simple form.

3. Expanding an understanding of these verb forms could be done by planning a field trip (to a place discussed in Social Studies or reading material) Have students write about where they want to go, what they would like to see, and what they want to do.

4. EVALUATION:

If you could go home tomorrow what would you want to do, or like to do? Write three sentences using these verb forms.

Objectives	
Aff.	Cog.
B.	1.
	2.
	a.
	b.
	c.
	f.

**At this time question forms should be dealt with in some depth. Students should have a sufficient background in patterns I and II and in the verb forms to be able to master this work in question forms.

QUESTION FORMS:

1. Teacher looks around room then writes on the board.

Do you see the book on the table?

Detour

a. Students will identify the parts of the sentence.

*A	N_1	V	N_2	X
Do	you	see	the book	on the table?

The * denotes the term auxiliary verb;another term may be used. Whatever it may be, please be consistent in its use.

b. Another student writes the reply:

I see a book on the table.

The student puts it into the correct slot on the chart in Step a.

Questions are continued and answers are put into the chart until the students master the pattern.

A	N_1	V	N_2	X
Have	you	seen	the book?	
	I	(have seen) saw	the book.	
Did	you	go		to the store?
	I	went		to the store.
Can	you	help	me?	
	I	can help	you.	

1.

c. Teacher has objects hidden around the room:
Writes on board.—

	Can	you	find	the thumb tack?	
Pauses, Then writes;	Can't	you	find	the thumb tack?	
Student writes:		I	can't find	the thumb tack.	
Continue:	Have	you	seen	the paper clip?	
		I	haven't seen	the paper clip.	
	Didn't	you	see	the paper clip?	
	Are	you	going		with Jay?
		I	am not going		with Jay?

With usage the student may get the feel of the position of the negative in question forms and in statements. Expand as much as needed and reinforce.

Later: WHY words may be added before the auxiliary verb.

Why	didn't	you	go	home	with Jay?

c. Once the students are responding to this with a fairly high degree of accuracy, introduce question words using the
   where, what, when, why, who
Lead students to discover that these question words come before the Auxiliary verb, but the following word order remains the same as the other question forms.

?	A	N	V	
Where	do	you	live?	
Why	did	you	cry?	
When	will	you	go	home?

*They will discover that often "Who" and "What" are used differently. Have them formulate a generality concerning this difference. (Effective work on Who and What with the "Be" verb form cannot be done until later.)

What	happened?	
Who	is	that?
Who	said	that?
What	is	it?

d. Research theory by going through reading books and other materials. Students may find some discrepancies, as * above.

2. Give students practice in writing question forms by:

   a. Writing questions they would ask a real or imaginary figure about which they have read or studied. Ex: Paul Bunyan, Pres. Nixon, Ben Franklin, the Astronauts-------
   (these may be put on an x-ray sheet to be used later in question form work.)

   b. By writing the question forms they may need to use on a Saturday afternoon in town.
      First discuss where they will go and what they might like to ask at each place.
      Ex: How much does that cost?
      Where can I find the dress department?
      May I see those earrings?
      Where is the restroom?

c. Write questions that could be asked a visitor to the classroom.

Work here in helping to determine what questions are proper, polite, or might be embarrassing.

d. Write questions to ask Dean of Students about going home.

Ex: When will my train leave?
When will we leave the dorm?
Do you have my ticket?...

3. Lead students to discover that certain helping verbs are used only in questions and some helping verbs are in the replies. This varies to a great degree, but if students chart several questions and statements they may develop a feel of use of auxiliary verbs in proper positions.
The type of question and answer work that was used in Step I of this section would be a good starting place. Form a chart of the helping verbs used in statements.

Helping verb	sometimes	almost always	almost never
Did			
Can			

Ask: Are all the helping verbs used in the answers? Continue and work with various forms until students have a feeling for correctness.

* Add the negative form to the chart.

Didn't- gaining an understanding that the use of the negative is determined by the response.

a. This may be represented in reading books so the student can become familiar with as many forms as possible.

b. Have them write answers to the questions written under Step 2 of this section, using a chart on helping verbs as a guide.

4. EVALUATION:

1. Take pictures of students with polaroid camera.

2. (First class will work together to develop a list of question ideas to ask a student. Then each student will write three different questions to ask another student. Put these on x-ray sheets.) *(see below)

3. Class will evaluate the sentences from the overhead for originality and correctness. Then class decides on a group of the best sentences, perhaps 5 or 6.

4. Each student must answer these selected questions using correct sentence patterns.

5. End result: Each student has his own picture and has written a bibliography about himself. Can be compiled into a class booklet.

* 2 & 3

Ex: What is your name?
What do you like to do for fun?
Do you have a pet?
What states have you visited?.....

Objectives	
Aff.	Cog.
B.	1.
	a.
	b.
A.	

PATTERN II.
STEP IV.

CONTENT:
Review using the
Question forms of
DO
to write Pattern II
sentences.

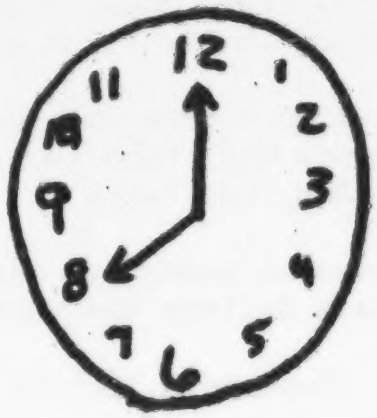
1. Use command strips. Have one student perform the action. Teacher writes on board.

   What did she do? or What is she doing?

   A student will be selected to answer the question. (may need guidance to write reply correctly under the question.)

What	did	she	do?
		she	jumped.

Continual command strips and action will help student to discover that the "do" in the question form is replaced by another verb.



Time for another check up using method outlined in Part I.

Objectives	
Aff.	Cog.
6.	1.
	2.
	a.
	b.
	c.
	f.

PATTERN III.
STEP I.

CONTENT:
Introduce Pattern III
$N_1 + V + N_3 + N_2$

1. Lead students to discover that $N_1 + V + N_2 + N_3$ has the same meaning as $N + V + N_3 + N_2$.

   a. Complete this action and then write:

      Mrs. K. gave her book to John.

   b. Have students number the nouns as different units.

      Mrs. K. gave her book to John.
      N_1 N_2 & N_3

   c. Repeat action. Then write:

      Mrs. K. gave John her book.
      N_3

   d. Ask: Do the two sentences mean the same action? Have them renumber the nouns in relation to the first sentence.

   e. Repeat this procedure using different actions. Students will come to realize that N_3 changes position, but keeps its number.

2. Review pronouns in objective case, recognizing that the object case follows the verb and the preposition.

   a. Give students a list of sentences on overhead.
      Ex: Mother baked a cake for Mary.
      Bobby wrote a letter to mother.
      Mrs. K. gave candy to the boys.
      Mr. D. sent a note to the teachers.

      Have the class change underlined words to pronouns.

   b. Have students then rewrite the sentences using object pronouns as the indirect obj.

3. Give students sentences having the direct and indirect objects.

Ex: Mother baked me a cake.

Have students change sentence to include a P-group.
Ex: Mother baked a cake for me.

4. EVALUATION:
Give students the patterns:

$$N_1 + V + N_3 + N_2$$

and

$$N_1 + V + N_2 + N_3$$

Students will write a correct sentence using each pattern and label each part.
Ex: Debbie brought me a cookie.

$$N + V + N_3 + N_2$$

Objectives	
Aff.	Cog.
B.	1.
	2.
	a.
	b.
	c.
	e.
	f.

PATTERN IV.
PART I.

CONTENT:
$N_1 + V^L \cdot + N_1$
and
Present tense of
"be" verb

•The "be" verbs are identified with the symbol V^L to show the relationship between the subject and predicate nouns N .

STEP I.

Introduce the idea of subject and predicate nominative having the same value by:

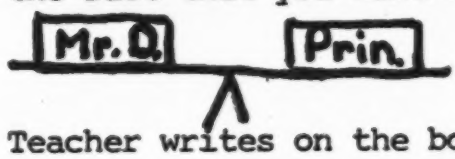
a. Showing a picture of someone in school.
Ex: the principal

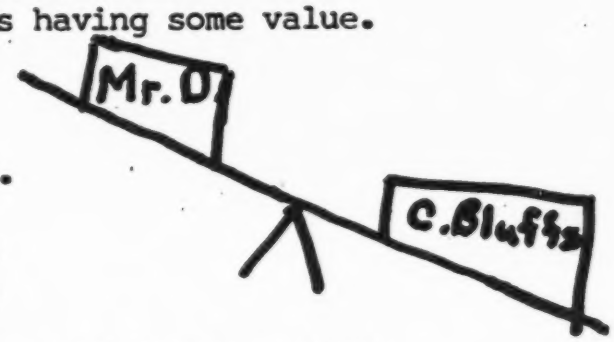
Ask students to think of name words (nouns) to describe him.

Ex:

Mr. D. man
principal father
baseball player ....

Use manipulative transparencies to illustrate the fact that you want words having some value.





Teacher writes on the board.

Mr. D. is our principal
Mr. D. is a man.....

Through discussion, students will discover that both nouns have the same number since they are equal in value.

Have students number the nouns.

$\underset{N_1}{\underline{\text{Mr. D.}}}$ is our $\underset{N_1}{\underline{\text{principal}}}$.

b. Give a short paragraph on transparency about the same person and have class number the nouns.

Ex: Mr. D. is our principal. He is our friend. He lives in C. Bluffs. He is a father. Mr. D. has a baby boy. Mr. D. likes to play ball. He is a good ball player.

c. Lead class to discover that a form of the verb "be" is used with the predicate nominative by filling in the following chart:

	N_1	V^6	V	N_1	N_2	P-group
1.	Mr. D.	is		our prin. our friend		
2.	He	is				
3.	He		lives			in C. Bluffs

II. Give the class practice writing this sentence pattern by:

a. Conjugating verb for students on the board:

Singular	Plural
am	are
are	are
is	are
is	
is	

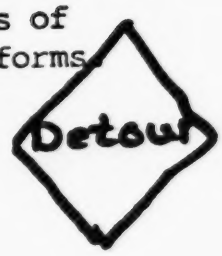
b. Explain that "am" comes after I. Select a student and have the class list a few nouns that describe him. The student will then write sentences about himself using the given words.

Ex: I am [a student / Mary's friend / Susie's roommate / Jane Smith]

c. Have all students write sentences about themselves using "am" and predicate nominative.

d. Continue on in this manner so that all forms of the "be" verb are used--with right subject forms.

e. Have class write in the $N_1 + V^L + N_1$ pattern all their teachers and the subjects they teach, their roommates and counselors.
Ex: Mr. Wahle is my reading teacher.



III. EVALUATION:

Give students the pattern $N_1 + V^L + N_1$

and have them write three sentences using the following forms of the "be" verb: am, is, and are.

Objectives	
Aff.	Cog.
B.	1.
	a.
	b.
a.	

PATTERN IV.
PART II.

CONTENT:

Past and Future
Tense of "be"
Review of $N_1 + V^L + N_1$

STEP I.

Lead students to discover that was and were are the past forms of "be" and "will be" is the future tense form of "be."

Put sentences similar to these below on overhead.

_____will be our football coach next year.
_____is our speech teacher this semester.
_____was our speech teacher last year.
_____are 7th graders this year.
_____were 6th graders last year.
_____&_____are my roommates this year.
_____&_____were my roommates last year.

a. From the sentences given, have the students list time phrases as follows:

TIME PHRASE _____

PRESENT this semester _____

PAST _____

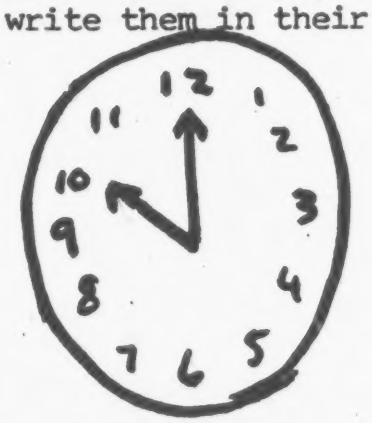
FUTURE next year _____

b. Then compare the time phrases with verbs used:

TIME	TIME PHRASE	VERB
PRESENT	this semester	is
PAST	last year	was/were
FUTURE	next year	will be

II. Teacher conjugates the past and future tenses of "be" and class writes sentences for each verb form through class discussion of ideas. (Development similar to Part 3 of Pattern IV.)

III. EVALUATION:
Class will conjugate the three tenses of "be" and write them in their reference books.



Time for evaluative check of affective A. as suggested in Part 1.

Objectives	
Aff.	Cog.
b.	1.
	a.
	b.
	c.
	d.
	e.

PATTERN V.
PART I.

CONTENT:
Review of N_1 + V^{Be} + N_1
and an introduction of
N_1 + V^{Be} + Adj.
Using the "be" form

STEP 1.

Students will discover that a single adjective may follow a form of the "be" verb.

a. Begin by reviewing parts of the sentences, emphasizing the adjective. Have students fill in the symbols:

Rover is a mean dog.

Rover is a mean dog.
= ⌐ ⌐ ⌐

Make a list of similar sentences on transparencies.
Ex:
Mary is a pretty girl.
Mr. J. is a good teacher.

b. Class discusses what the main adjective in the sentence describes.
Ex: Rover - mean

c. Teacher writes - Rover is mean- on the board. Eventually, the class takes over and can rewrite the sentences.

2. Give students additional practice in recognizing nouns and adjectives by giving the class list of sentences and having them mark the predicate noun or predicate adjective.

Ex: The boy is tall. The cat is fat.

He is a boy. Her name is Cuddles.

3. Give class practice in writing these sentences patterns:
N_1 + V^{Be} + N_1 and N_1 + V^{Be} + adj.

a. Show them pictures and, as a class, write two sentences for each.
Ex: He is a clown. He is funny.

b. Write sentence about persons in the class.

c. Combine two sentences into one.
(Teacher gives a couple of sentences.)

Ex: The man is my father. He is strong.
My father is strong.

4. Discrimination between verbs: to be and to have for proper usage.

a. Give students a list of common mistakes used by deaf students.

Ex: She is pretty hair.
I am a good book.
He is a happy.

Have the class identify errors through labeling nouns and adjectives. Then have them rewrite the sentences correctly.

b. To reinforce the idea that object (N_2) follows "to have" (and predicate nominative (N_1) and predicate adjective follow verb "to be"), give students a list of sentences using be and have. Have students make a chart to emphasize this structure.

N_1	Verbs	N_1 adj.	N_2
The man	is	strong	
He	has		strong muscles.

Ex:
1. The man is strong.
2. He has strong muscles.
3. His name is George....

5. EVALUATION:

Class plays a form of the game of "Twenty Questions". The students collectively think of a person or thing in the room. The teacher writes the questions on the board and each student takes a turn to write the answer.

T.: Is it a person?
S.: It is not a person.

Do first two or three together so students get the feel of the game and of the negative form. Eventually the teacher will drop out of the game and a student can write the question forms.

Objectives	
Aff.	Cog.
B	1.
	2.
	b.
	c.
	e.
	f.

PATTERN V.
PART II.

CONTENT:
Review of $N_1 + V^L + N_1$
and
$N_1 + V^L +$ adj.
using the linking verbs*

* The linking verbs are: look become appear
feel taste smell
sound grow remain
seem

STEP I.
Lead students to discover that the linking verbs function in the same manner as the "be" verbs.

a. Have a box of objects, such as a rock, sponge, eraser, etc., and ask of each:
How does it look?
Does it look rough?
smooth?
hard?

Detour Suggestions 1 and 2

b. Write replies:
It looks...
(Write as many sentences as apply.)

c. Let students handle object and then ask:
How does it feel? Discuss adjectives.

d. Write answers. It feels...

e. Develop verbs "taste", "smell", in same manner.

2. Use pictures of people or class members to develop concepts of appear, seem, and feel.

Ex: He seems happy.
She feels sick.

3. Lead student to discover that a singular adjective can only follow a linking verb or the "be" form by contrasting them with "to have."

a. Give the class a short paragraph and have them identify the nouns, adjectives, and verbs.
Ex: *Brown Sugar is a reddish brown Pekingese (dog). He has a little nose. He is a small long-haired dog. He is bowlegged. He has a silky back of long hair. His ears hang down to his feet. He looks mean. He is very nice.

*Adapted from the Adventures of Brown Sugar, by Carrie Stegall.

b. Research by going through reading material and filling in a chart.

Ex. of chart:

Subject	Verb		Predicate
	be	linking verb	have

4. Give practice writing. Use other objects and persons. Ask each student to write a sentence on the overhead about the subject. Class evaluates the correctness of that sentence.
   a. Have the class label the parts of the sentences. They will discover that these sentences follow the $N_1 + V^L + N_1$ or $N_1 + V^L +$ adj. pattern.

5. Lead students to discover that the "be" verb form may be used in Pattern I sentences but that the linking verbs may not.
   Ex: The man was in the hospital.
   The man seemed in the hospital.

   a. Give students the following sentence and have them code it: He was in the house. Students discover that this is a $N_1 + V +$ P-group.

   b. Give students a list of sentences and have them decide individually if they fit into $N_1 + V +$ P-group pattern or the $N_1 + V^L + N_1$ pattern
   Ex: He was angry.
   Susie was happy.
   The cat was under the bed.

   c. Then ask students to list some of the other V. verbs-seem, become, look, etc., and use them in $N_1 + V^L + N_1$ sentences.

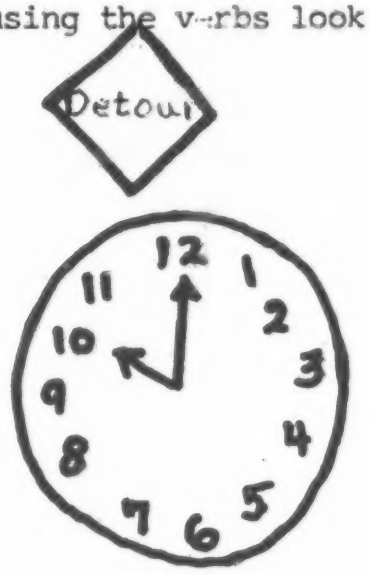
   d. Ask: Can you put these verbs into a $N_1 + V +$ P-group pattern. Experiment.

   e. Research by going through reading material.

6. EVALUATION:

Have a "mysterious" (unusual) edible object. Ask class to write three sentences concerning this

object in the following pattern: N_1 + V^L + Adj., using the verbs look, feel, and taste.



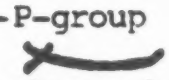
Time for evaluative check of Affective A.

APPENDIX

1. Explanation of symbols and terms.

The particular symbols the teacher chooses to use are only relevant to the extent that they are used consistently within the department.

The symbols used here are taken from the Fritzgerald Key, the California Color Code symbols and adaptations of the linguistic symbols.

Symbols used:
noun- N or
determiner-
adjective-
noun phrase-N.P.
verb- V. or
prepositional phrase—P-group

where phrase

preposition-X

2. Student Reference Books.

Individual student reference books may be kept. The various charts and patterns worked out in class will be transposed in the book for the student to use in self correction.

PATTERN I. STEP II.

1. The programmed flip chart is teacher-made.
Ex:

A simple sentence is made of 2 parts. The first part is the subject. The second part is the predicate.

The first part of a simple sentence is_____.

2. Work on singular and plural noun forms may be inserted here, if needed.

3. Bulletin board charts of different subject types classified and grouped may be displayed. This will be an exposure to terminology that need not be taught. The groupings may help solidify thought analysis.

Detour

Subject Pronouns	
Singular	Plural
I	We
You	You
He	They
She	They
It	They

Indefinite Pronouns	
Everyone	Someone
Everything	Something
Everybody	Somebody
Anyone	No one
Anything	Nothing
Anybody	Nobody

(others)

Common nouns	
Singular	Plural
boy	boys
baby	babies
box	boxes
knife	knives
man	men
sheep	sheep

Proper Nouns

Jack
Mr. Devine
Omaha
Iowa
Missouri River
Snoopy

These charts may be reproduced in student reference book.

PATTERN I. STEP III. (determiners)

Extended work to present types of determiners:

1. Articles:
   a. Use programmed file chart to drill on use of a and an.
   b. Simple work sheets.

_____apple	_____rope	_____idea
_____jack	_____elephant	_____desk

2. Possessives:
   a. Put 8 sentences using possessives as determiners. Have students identify the determiners and list.
   b. Chart out the possessives as to number.

Singular (one)	Plural (more than one)
my	our
you	their
his	your
her	
its	

c. Then chart out these possessives as to:

Male	Female	an object (s)

d. Take something that belongs to a student in the class. Write on the board, "Carol's pencil." Have students determine number and gender, then rewrite using the possessive pronoun--

(Continue exercise with other members in the class.)

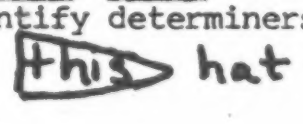
e. Exercises to reinforce this may be found in workbooks.
Ex: Continental Press - English
Harcourt, Brace, and World - The Roberts English Series

f. Take paper doll family. Name each member. Have students write phrases as: Sally's room, Mother's chair....

g. Have class or individuals change possessive noun to possessive pronoun. Bring in plural concepts with "our" and "their."

3. Demonstratives:

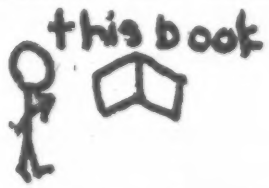
a. Give sentences using this, that, these, those determiners in the subject. Have students identify determiners by drawing symbol around them:
and put into column as to number.



Singular	Plural

b. Give envelope of cards containing demonstratives and nouns. Have students arrange a noun phrase.

c. Develop concept of position in meaning of this-that, these-those. Use transparency.



d. Teacher-made exercises or workbook sheets for practice.
Continental Press, English: books 3,4,5, & 6.

4. Indefinite Pronouns:

a. List on overhead sentences using indefinite pronouns as determiners.
Ex: Both boys ran home.
Each child will swim....

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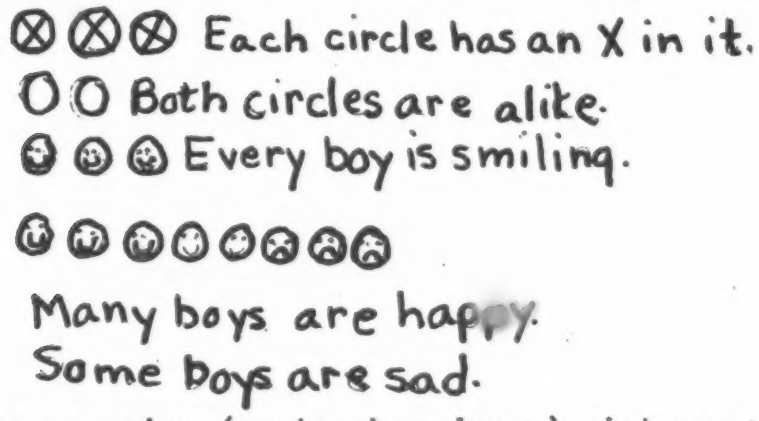
Have children mark determiners as such: D

b. Class will discuss and classify determiners as to singular or plural.

c. Clarify word meaning by transparency or poster.



d. Use magazine (or teacher-drawn) pictures which could be used to illustrate the indefinite pronoun and have children work together to write appropriate noun phrases.

e. Have class discover that indefinite pronouns can be either the subject or a determiner through uses in sentences.
Ex: Each boy received a letter.
Each received a letter.

PATTERN I. STEP III.

1. Count and noncount (or mass) nouns can be introduced here.

a. Use a tray of countable objects. Ex: a marshmellow, a key, a book, a cookie, a penny. Ask student to write what each object is.

b. Then use another tray and pour out the objects while they are watching. Ex: sugar, ketchup, water, sand, money. Now ask student to write what each object is. If they write a sugar, a ketchup, a money, ask them to show you "a," or "one sugar," etc. Students will discover that mass objects cannot be counted and that no article precedes them.

c. Have students perform actions and write what they did on the board or overhead. Ask class to decide if an article should be written in.
Ex: command - eat the apple
teacher writes - _____ate__apple
command - drink the milk
teacher writes - _____drank__milk

d. Next use these mass articles in their containers and teach the terms:

a jar of _____
a box of _____
a glass of _____
a carton of _____
a piece of _____

PATTERN I. STEP IV. (Noun phrases with adjectives)

1. Class Activity:

Students construct an adjective bulletin board: A collage effect using all types of materials, textures, etc. Write a noun phrase for each article. Let children arrange their objects and phrases.
Ex: soft yellow yarn
short green pencil
a dirty gum wrapper

2. Using magazine pictures, class may have a contest to see who can use the most adjectives or phrases to describe the pictures.

3. Point out that 2 descriptions in the same categories are joined together by 'and.'
Ex: hot and bothered
tired and sleepy
red and blue striped

4. Work may be done here on comparison of adjectives.

PATTERN I. STEP V.

1. Expand the N+V using these tenses (the present progressive and past) to review noun modifiers.
Ex: The sad little boy cried.
The funny old clown is laughing.

PATTERN I. STEP VI.

1. Content may also be described as N+V+X or as N+V+P-group. See page 1 of appendix for definition of terms.

2. Use commercially-made charts or make one to explain preposition meaning.

Ex: on under by-beside

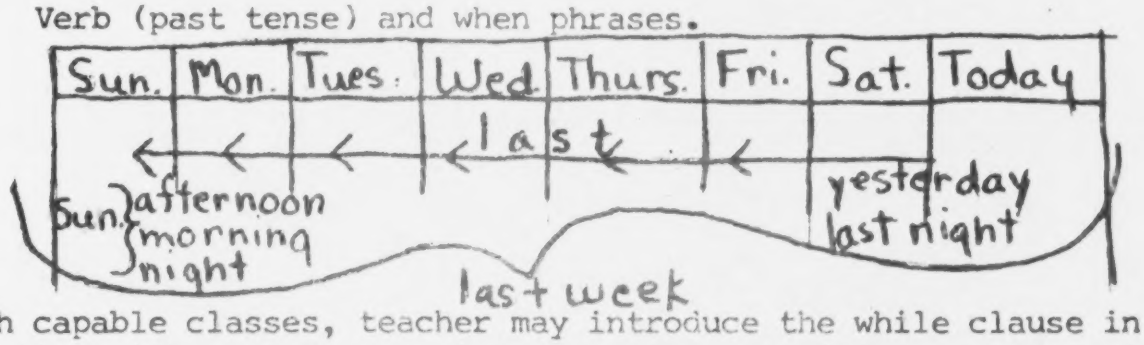
f

Detour

PATTERN I. STEP VII.

1. In student reference book, the student can make the following chart to aid in understanding and learning terms in a time relationship.

Verb (past tense) and when phrases.



2. With capable classes, teacher may introduce the while clause in conjunction with past progressive. Combine activities of the family members.
   Ex: While baby was sleeping Tuesday afternoon, mother was vacuuming.

PATTERN I. STEP VIII.

1. Time phrases for future tenses could be put into student reference book.

2. A field trip could be planned in conjunction with another school subject. Students could use the future tense and time phrases to write paragraphs about their anticipated trip.

3. Reinforcement of time phrases:
   Put sample of a calendar on board and have students identify terms like 'tomorrow night', 'next Tuesday', 'last Wednesday' etc.--by placing the right time word cards on the calendar in the appropriate spaces.

PATTERN I. STEP IX.

1. The more capable classes could list adverbs by brainstorming. Have them list quickly as many words as they can think of and then apply the criteria;'does this word tell how?'

2. Comparison of adverbs could be done here.

PATTERN I. STEP X.

1. Introduce idea of intensifiers here to the capable classes.
   Ex: so beautiful, very fast....

2. Time for student analysis of their own abilities to write in an adequate fashion.

   The teacher can take a more difficult reading passage to dramatize. Have the children write sentences describing her actions and then

check with the written passage in the book. The teacher is cautioned to use passages that can be dramatized in such a way that the student can feed back a well structured sentence.
Ex: He went to the door and looked out.

PATTERN I. STEP XI.

1. Teacher may see need for definition of some of the habitual time phrases used with the present tense.
   Clarification of the meanings of these terms may be needed:

often	every day
always	every week
never	each day
daily	seldom
frequently	rarely ....

PATTERN II. STEP III.

The infinitive form will be used with verbs like prefer, want, try, begin, went, continue, refuse--followed by a 'to' and a simple verb form (infinitive).

Ex. She wants to play.
She tried to come along.

The term 'infinitive' need not be used.

At this time the verb "seems" (He seems to be tired.) will not be used. It will come into play later when the linking verbs are treated in patterns IV and V.

•• QUESTION FORMS

1. It is left to the teacher's discretion to determine what terminology (helping verb, auxiliary, or modifiers) his class is capable of using in discussing verb forms.

2. Use as many of the helping words as possible:
am, may, will, shall, have, might....

3. Here students may put this chart into their reference books. They will find use for it later in Step 3.

4. When some degree of ability is achieved working with question forms, give question work which includes the various forms of yes and no type questions.

Give students a statement, then ask as many questions as possible about the facts in the statement. Repeat with another statement and let the class think of as many questions as they can. Require only short answers.

Ex: The two deaf boys did not break the window.

Questions:

1. How many boys?
2. Were the boys deaf?
3. The boys were deaf, weren't they?
4. They weren't deaf, were they?
5. Did the boys break the store window?
6. The boys broke the window, didn't they?
7. The boys didn't break the window, did they?
8. Did two boys break the window?
9. The two deaf boys didn't break the window, did they?

etc....

PATTERN IV. PART I.

1. Teacher may want to do some classification review here as "be" verb gives ample opportunity to do so.

   Ex:

   Five states in the midwest are_____, _____, _____, _____, _____.
   Science is __(a school subject)__.
   The U.S. is a __(country)__.
   Iowa is __(a state)__.
   My speech teacher is _____.

PATTERN V. PART II.

1. Teacher may need to review the 's' form of the 3rd person singular in the present tense.

2. Here is also a fine opportunity to expand adjective vocabulary. Strive for variation and a more colorful vocabulary.

3. The teacher may want to work with the similes, "looks like," "feels like," and "tastes like" here as they would fit quite nicely into the patterns, $N_1+V^L+N_1$ and N_1+V^L+adj. From there the other similes, "pretty as a picture," "hard as nails," etc., may be introduced.

WHO AM I?

PATTERN V. PART II.

4. The WHO AM I story, adapted from the story told by Dr. Virginia French Allen, can be varied to meet many language concept areas. It is especially effective in teaching looks like, has a ____ like a_____, wants to be like a ____, part of a ____, nice to be _____, or nice to be like a _____and because _____.

WHO AM I?

Teacher: Once upon a time there was a strange looking animal.

He looked at himself in the mirror and said:

"I have ears like a rabbit.
I have a nose like an elephant.
I have whiskers like a cat.
I have a neck like a giraffe.
I have wings like a swan.
I have a tail like a dog.
I have feet like a duck."

"But, I am not a rabbit, but I am not an elephant. I am not a cat....."

"I have ears like a rabbit, but I am not a rabbit. I have a nose like an elephant but I am not an elephant....."

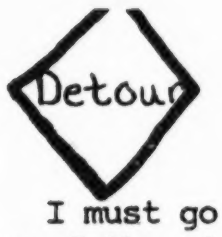
"Who am I?" he asked himself. "I must go and find out who I am." So he started off to see the wizard. On the way he met some children.

"Look," they said, "Who is that?"

"He looks like a rabbit." (children can begin to repeat the pattern and take over the story for the moment. The teacher keeps the story moving by introducing new patterns, and the children can continue the story as they catch the new pattern.)
"He has ears like a rabbit. He has a nose like an elephant..."

"He has ears like a rabbit, and he looks like a rabbit, but he is not a rabbit....."

"Who is he? We don't know who he is!" the children exclaimed.



I must go to see the wizard. On he went. When he arrived at the home of the wizard, he said, "Mr. Wizard, I look like a rabbit..."

"I have ears like a rabbit..."

"I have ears like a rabbit. I look like a rabbit, but I am not a rabbit....."

The wizard replied, "Do you want to be a rabbit? You have the rabbit's ears."
"Do you want to be an elephant? You have the elephant's nose.."

The animal sadly answered, "I don't want to be a rabbit. I don't want to be an elephant....."

"Who am I?" asked the animal.
"You must be a combination," replied the wizard.
"Is it nice to be a Combination?" asked the animal.
"You must decide," said the Wizard. "What is the best part of the rabbit?"
"The ears are the best part of the rabbit. It is nice to have the rabbit's ears," said the animal.
"What is the best part of the elephant?" asked the Wizard.
"The nose is the best part of the elephant. It is nice to have the elephant's nose," said the animal.....

(The story can be extended or expanded or retold at different times with different phrases, such as:
Then the 'Combination' returns home and meets the children and they ask, "Did you want to be a Combination? Did you want to be a rabbit....." The answer could be--"I want to be a rabbit, but I am not a rabbit...."
Or--"Would you like to be a rabbit?".....
"I would like to be a rabbit because a rabbit has long ears"...)

(Or the children could ask, "May I have your ears? May I have your nose?...and the contrast of term "like" as the verb could be used. "I like my ears. I have ears like a rabbit."....
Or the Combination could give away all of his parts and end up to be a Nothing.)